

## **PROJECT OBJECTIVES, GOALS, AND IMPLEMENTATION (POGI)**

### **Access Teacher Development Online Program ECA/A/L-11-05**

#### **Bureau of Educational and Cultural Affairs Office of English Language Programs Programs Branch**

The POGI guidelines apply specifically to the Federal Register Request for Grant Proposals (RFGP) issued by the Office of English Language Programs (ECA/A/L), Bureau of Educational and Cultural Affairs, for the **Access Teacher Development Online Program (ATDOP)**. Proposals must conform to the RFGP, the Guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the Standard Guidelines outlined in the PSI. If there is a perceived disparity between the standard and program specific Guidelines and the program information supplied in the accompanying Federal Register RFGP, the RFGP is to be the dominant reference.

### **1) STATEMENT OF WORK**

Funding is intended for the recipient organization to carry out five broad responsibilities: perform a needs and proficiency assessment, develop and conduct twelve weeks of online teacher development courses for foreign high school English teachers; implement a four-week exchange component; create and implement a five week follow-on online course for exchange participants; and create and administer an online community of teachers and English Access Microscholarship Program (Access) providers; each of which is detailed below.

#### **a) Needs and Proficiency Assessment:**

For the ATDOP English language proficiency and needs assessment, the proposal should include a detailed plan for the recipient organization to perform pre-program and post-program assessments in each selected country in coordination with Access providers, selected by ECA/A/L, and RELOs. The recipient, in collaboration with the selected Access providers, will use the resulting assessment to develop course content that is appropriate for the English language and methodological needs of the Access Program and for the professional development of future Access teachers who have varying English language proficiencies and experience with computers and digital media. The recipient will also use the needs assessment to develop criteria to evaluate participant improvement, commitment, and participation throughout the course. The results of the online post-program assessment will be used to help determine which teachers will participate in the exchange component of the program.

#### **b) Online Teacher Development Course:**

For the multi-platform English proficiency and methodology development online

learning program, proposals must outline and demonstrate an ability to produce an online program that blends various web-based technologies to provide a dynamic asynchronous online course as well as semiweekly synchronous activities that allow 250 – 350 participants with a variety of experiences and comfort levels with technology to communicatively practice English with native speakers and participants in other participating countries. Synchronous activities will be scheduled at least twice a week and at multiple times during the day to allow participants from East Asia, the Middle East, and the Western Hemisphere to participate. The recipient will “think outside of the box,” using mobile platforms, podcasts, social media, video chat, and other applications to create an exciting and innovative program that will simultaneously increase participant oral and aural proficiency while teaching them innovative speaking and listening teaching methods. As determined by the initial needs assessment or at any time necessary during the online course, the recipient will provide training and support for participants on the use of online media tools so that all can fully participate in all activities. The twelve-week online program must commence at least sixteen weeks before the U.S. exchange program begins. Through the use of a Ning site, the recipient will establish a sustainable online community for Access teachers and providers who participate in the online program as well as Access teachers and providers from countries that were not selected to participate in ATDOP. The Ning will be launched at the beginning of the 12 week online course.

**c) U.S. Exchange Component:**

For the U.S. university-based exchange component, the recipient will develop and implement a workshop in the U.S. for approximately twenty-six teachers who showed the greatest improvement, commitment, and participation in online program, based on the recipient’s assessment criteria as approved by ECA/A/L. The participants will be selected evenly from the 6-8 countries involved in the program. The four-week U.S. exchange should be implemented in June and July of 2012 and include an orientation to the U.S.; classroom observations; interaction with U.S. teachers; intensive speaking and listening proficiency development activities; a methodology course on teaching listening and speaking; introduction to American and democratic values; and participation in cultural and community service activities with U.S. citizens. Participants will also be introduced to innovative print and electronic materials from online sources and collaborate on the development of a sustainable online community of Access teachers and providers that will be set up during the exchange and be supported for at least one year after the exchange has been completed. A three day briefing in Washington, D.C. at the conclusion of the exchange component is required. The Washington, D.C. briefing should familiarize participants with ECA and other relevant bureaus within the State Department, allow participants to meet with ECA program managers, and provide opportunities for participants to share their teacher development seminars and online community development plans with ECA.

**d) Follow-up Online Course:**

A five week online follow-up component for participants of the U.S. exchange program building on Lessons Learned during the exchange and focusing on the development of workshops and online communities is also required. Applicant organizations should

demonstrate a successful track record of conducting substantive follow-on distance training curriculum to enhance quality English language teaching. The recipient is expected to engage and support participants on the design and implementation of teachers' practically oriented teacher development seminars. The recipient will teach participants how to use internet video conferencing to present the teachers' seminars to EFL teachers throughout their countries, thereby reaching many non-Access teachers in need of teacher development programs.

**e) Online Community:**

The recipient will create an online community, using a Ning site, where English teachers and Access providers can communicate and collaborate. The Ning site will be launched before the end of January 2012 for use with the online teacher development course, exchange component, follow-up online course, and after the completion of the award. The recipient will nurture the development of this online community for at least one year after the completion of the exchange component.

**2) SPECIFIC RESPONSIBILITIES**

**a) Specific responsibilities for the ATDOP Needs and Proficiency Assessment include but are not limited to:**

- i) The recipient will collaborate with ECA/A/L selected Access providers to assess the teachers' language and methodology needs as well as determine the capacity level of local internet connections for using various types of online media in the course.
- ii) In partnership with Access providers, the recipient will use the language and methodology needs evaluation to create an assessment instrument that will evaluate individual and group participant improvement, commitment, and participation levels during the course and present these to ECA/A/L for feedback.
- iii) The recipient will revise the needs assessment instrument and implementation plan based on ECA/A/L and RELO suggestions and submit for final approval.
- iv) The recipient will draft an implementation plan for the assessment instrument at the beginning and end of the course and assess the individual and group results.
- v) The recipient will tabulate, organize, and analyze received data and present results to ECA/A/L.
- vi) In partnership with local Access providers, the recipient, upon completion of the online course, will recommend candidates for the exchange component to ECA/A/L and posts.

**b) Specific responsibilities for the ATDOP Online Teacher Development Course include but are not limited to:**

- i) The recipient organization will design and administer approximately 10 – 14 sections of a 12 week asynchronous, weekly online courses for a total of approximately 250 - 350 foreign high school teachers of English selected by local Access providers in collaboration with the Regional English Language Officers (RELOs) from 6-8 selected countries focusing on:
  - (1) Increasing teacher's English language proficiency in listening and speaking.
  - (2) Developing teachers' methodology for teaching listening and speaking to 14 – 18 year olds.

- ii) The recipient organization will hold a minimum of 24 semi-weekly synchronous activities during the twelve week course. Activities will occur two days a week and will be repeated multiple times each selected day to allow for teachers from multiple time zones to participate. Activities will include video, text, and audio chat and other online media applications to create an interactive environment for communicative learning.
  - iii) The recipient organization will send guidelines, course syllabi and requirements, and any other relevant information to the course participants prior to the respective courses.
  - iv) The recipient will provide training and support on the use of online media tools so that all participants can fully participate in all activities.
  - v) The recipient organization will collaborate with the Access providers in monitoring and assessing the progress of the participants.
  - vi) The recipient organization will provide certificates to those teachers who successfully complete the course and in collaboration with Access providers will recommend the top candidates for the exchange component to ECA/A/L and post.
- c) **Specific responsibilities for the ATDOP U.S. Exchange Component include but are not limited to:**
- i) Assuming overall logistical responsibility for arrangements during participant's time in the U.S.
  - ii) Organize and facilitate the exchange component of the program to include:
    - (1) Academic development sessions on teaching listening and speaking methodology.
    - (2) Practical activities such as observing a variety of classrooms (live and on tape) using online resources, including social media, to teach listening and speaking, assessing and selecting activities and materials to meet curricular goals, and preparing sample student-centered lessons that focus on enhancing listening and speaking skills.
    - (3) A workshop that helps teachers to develop their own seminars on how to teach listening and speaking to colleagues to implement in their home countries.
    - (4) A workshop to show teachers how to use video conferencing or video-casting to increase seminar impact.
    - (5) Working sessions designed to create an online community of teachers and Access providers within countries where ideas and experiences can be shared.
    - (6) Activities that will give participants experience in the education system in the U.S., such as observing classes, interacting with U.S. teachers, and attending school events.
    - (7) Cultural experiences: that provide participants with opportunities to interact with Americans through home stays, participation in volunteer activities, and through involvement with non-school-based groups; participants should take part in activities reflecting the diversity of American society and should share information about their home country's culture and society with Americans.
    - (8) Final debriefing in Washington, D.C. This portion of the program (not to exceed four business days) will allow Department of State staff to discuss the program

in detail with the participants. A cultural program will also be part of the Washington visit.

- iii) Prepare DS-2019 forms, budgeting for all necessary visa application and processing fees, and communicating clearly the guidelines and information regarding visa regulations and the participants' return to their home countries after the completion of the program. The program must comply with J-Visa regulations. Please refer to the Solicitation Package (PSI) for further information;
- iv) Prepare and distribute necessary pre-departure orientation materials for use by posts in PDO (could be accomplished electronically);
- v) Book in-bound and out-bound international travel on an American flagship carriers for participants;
- vi) Arrange U.S. domestic and local travel for participants;
- vii) Prepare and facilitate an orientation upon participants' arrival that includes a basic introduction to American life and customs, and how these customs might differ from those of their home country;
- viii) Enroll participants in the State Department's Accident and Sickness Program for Exchanges (ASPE), budget for insurances costs, and provide participants with medical insurance coverage and enrollment information;
- ix) Assume overall responsibility for complying with all applicable tax treaties and federal, state and local laws on tax withholding and reporting for teachers;
- x) Maintain contact lists for participants and alumni;
- xi) Provide impact statements to ECA about the teachers' programs, including their participation in teaching and community activities;
- xii) Administer all financial and logistical aspects of the program, comply with reporting requirements specified in RFGP;
- xiii) Monitor and evaluate the program.

**d) Specific responsibilities for the ATDOP Follow-up Online Course include but are not limited to:**

- i) The recipient organization will design and administer a five week online follow-up component for 26 participants of the U.S. exchange program building on lessons learned during the exchange including:
  - (1) Continued synchronous activities to improve teacher listening and speaking proficiency, including video chats with American mentors or volunteers;
  - (2) Asynchronous sessions on approaches to training teachers how to teach listening and speaking through student centered activities;
  - (3) Asynchronous support on using technology, such as video conferencing and video-casting, to deliver teacher training seminars to colleagues nationally;
  - (4) Mentoring teachers on the design and implementation of their practically oriented seminars on listening and speaking, which will be presented to local colleagues and national colleagues through video conferencing.
- ii) The recipient will support participants on the design and implementation of their practically oriented teacher development seminars.
- iii) The recipient will launch the Ning platform to develop an online community of English teachers and Access providers at the beginning of the 12 week online course, and will nurture the development of this online community for at least 1 year after the

completion of the exchange component.

- iv) All online course participants will be registered for the Ning and all Access providers and their networks of teachers will be invited to join.
- v) The Ning community will include the following elements:
  - (1) Libraries of downloadable and uploadable teaching activities, lessons, podcasts and videocasts, which will be used to disseminate seminars;
  - (2) A social media component that allows for networking;
  - (3) Separate spaces for providers and for teachers to communicate;
  - (4) Separate spaces for each country as well as global spaces where teachers and providers can interact;
  - (5) Discussion pages where community members can create their own discussion topics;
  - (6) Building a corps of teachers and providers who can administer the Ning post project;
  - (7) Submit names and contact information for online community members to ECA/A/L for inclusion in Exchanges Connect and State Alumni online communities;
- vi) The recipient will teach participants how to use internet video conferencing and the Ning site to present their seminars to EFL teachers throughout their countries, thereby reaching many non-Access teachers in need of teacher development programs. Through the use of easily maintained social networking applications, the recipient will establish a sustainable online community for Access teachers and providers who participated in the online program and/or exchange, inviting Access teachers and providers from other countries to join in as well.

**e) ECA's Responsibilities**

Under the auspices of the Cooperative Agreement, the Bureau's Office of English Language Programs and U.S. embassies are substantially involved in the Access Teacher Development Online Program. The Bureau provides overall program and policy design and direction with substantial involvement at all levels of the program while, U.S. embassies are responsible for working with selected access providers on the in-country aspects of the program. The roles and responsibilities of the Bureau include:

- i) Selection of strategic countries and Access providers from which teachers will be selected;
  - ii) Inviting RELOs and providers to nominate program participants;
  - iii) Approving nominees for the online course and exchange component;
  - iv) Participating in the Washington segment of the exchange program
- Posts will:
- i) Identify and nominate program participants from their countries/regions in collaboration with providers;
  - ii) Brief program participants on all aspects of the program;
  - iii) Hold a pre-departure orientation for exchange program participants;
  - iv) Monitor and support the online segment of the program;
  - v) Monitor and report to ECA/A/L on program impact;
  - vi) Facilitate communication between the recipient and program participants regarding

- exchange logistics (e.g. obtaining visas); and  
vii) Conduct post-program follow-up opportunities as appropriate.

**ECA/A/L retains the right to print, publish, repurpose, and distribute abroad all content in all media produced as a result of this grant, including electronic media, and in all languages and editions.**

### **3) REPORTING AND COMMUNICATING WITH ECA/A/L**

**The recipient will:**

- a) schedule and place monthly conference calls to the Program Officer in ECA/A/L to receive instructions and guidance for ongoing projects;
- b) submit quarterly reports (narrative and financial);
- c) participate in quarterly meetings with responsible officers in ECA/A/L either in DC or at the recipient's institution;
- d) submit a final report within 90 days of end of program, including a one page summary.

### **4) PROPOSAL CONTENTS**

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible. Proposals should address succinctly, but completely, the elements described below and must follow all format requirements.

PLEASE NOTE: ECA strongly encourages organizations interested in applying for this competition to submit printed, hard copy applications rather than submitting electronically through [Grants.gov](http://www.grants.gov). As stated in the RFGP, ECA bears no responsibility for data errors resulting from transmission or conversion processes for proposals submitted via [Grants.gov](http://www.grants.gov). Please follow the instructions available in the "Get Started" portion of the site (<http://www.grants.gov/GetStarted>).

**NOTE:** Proposals submitted through Grants.gov may only be submitted in the following formats:

- Microsoft Word
- Microsoft Excel
- Adobe Portable Document Format (PDF)
- ASCII Text
- Joint Photographic Experts Group (JPEG images)

Proposals should include the following items:

*TAB A - Application for Federal Assistance Cover Sheet (SF-424)*

*TAB B - Executive Summary*

In one double-spaced page, provide the following information about the program:

- (1) Name of organization/participating institutions
- (2) Beginning and ending dates of the program
- (3) Proposed theme
- (4) Nature of activity
- (5) Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
- (6) Scope and Goals
  - a) Wider audience benefiting from program (overall impact)
  - b) Geographic diversity of program, in U.S.
  - c) Fields covered
  - d) Anticipated results (short and long-term)

*TAB C*

*Calendar of activities/itinerary*

*Narrative*

In 20 double-spaced, single-sided pages, provide a detailed description of the program addressing the areas listed below.

- (1) Vision (statement of need, objectives, goals, benefits)
- (2) Participating Organizations
- (3) Program Activities (advertisement, recruitment, orientation, academic part, cultural program, participant monitoring)
- (4) Program Evaluation
- (5) Follow-on
- (6) Program Management
- (7) Work Plan/Time Frame

*TAB D*

**(1) Budget Information – Non-Construction Programs (SF-424A)**

Please submit program and administrative budgets not exceeding \$900,000. Please submit comprehensive six-column line item budgets for program and administrative costs, the details and format of which are contained in the RFGP and the PSI. In addition, applicants must submit a comprehensive budget narrative demonstrating how costs were derived. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with funding availability and the needs of the program.



As with other exchange programs, the Bureau is committed to containment of costs consistent with overall program objectives and sound management. The total administrative costs funded by the Bureau must be reasonable and appropriate. Proposals with administrative expenses under 25% will be more competitive.

Cooperative Agreement-funded expenditures may include, but are not limited to, the categories below. Organizations are encouraged to note in their program budgets/narratives areas in which economies beyond the Bureau allowable costs can be achieved.

(2) Detailed Budget (list allowable costs and any other program specific budget issues)

A detailed budget should be submitted for the program following the general budget preparation guidelines included in the Proposal Submission Instructions (PSI).

The total Bureau-funded budget for the entire program should not exceed approximately \$900,000. The Bureau is committed to containment of administrative expenses, consistent with overall program objectives and sound management. The applicant organization is strongly encouraged to demonstrate substantial cost-sharing during the U.S.-based program. Please explain how you will ensure cost-effective arrangements based on non-credit enrollment.

Allowable costs for the program include the following:

- Instructional costs (for example, honoraria for outside speakers, educational course materials)
- Lodging, meals, and incidentals for participants
- Expenses associated with cultural activities planned for the group of participants (for example, tickets, transportation)
- Professional development seminar and debriefing
- U.S. ground transportation costs to U.S. appointments, meetings and to/from airports
- Staff travel and per diem
- Costs of a four-day program in Washington, DC (including per diem, room rentals, cultural activities, and special visits)
- Transportation to and within Washington, DC during the program
- Withholding for taxes as necessary

*Administrative Costs*

- Staff salaries and benefits (each staff member and his/her position must be listed separately); Please also note the percentage of his/her total time spent on

this program.

- Overseas provider salaries and benefits (each staff member and his/her position must be listed separately); Please also note the percentage of his/her total time spent on this program and base salary.
- Communication costs (e.g. fax, telephone, postage, communication equipment, etc);  
Office supplies;
- Printing and duplication costs;
- A-133 Audit fees;
- Other direct costs; and
- Indirect costs.

*TAB E*

*Letters of endorsement*

*Resumes*

Resumes of all program staff should be included in the submission. No resume should exceed two pages.

*TAB F*

- (1) SF-424B, "Assurances - Nonconstruction Programs".
- (2) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements and audit. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.
- (3) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one-page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

- (4) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

## **5) REVIEW PROCESS**

Eligible proposals will be subject to compliance with Federal and Bureau regulations and guidelines and forwarded to Bureau grant panels for advisory review. Proposals may also be reviewed by the Office of the Legal Adviser or by other Department elements. Final funding decisions are at the discretion of the Department of State's Assistant Secretary for Educational and Cultural Affairs. Final technical authority for assistance awards cooperative agreements resides with the Bureau's Grants Officer. The Bureau reserves the right to reduce, revise, or increase proposal budgets in accordance with the needs of the program and availability of funds.

### **REVIEW CRITERIA**

Technically eligible applications will be competitively reviewed according to the criteria stated below. These criteria are not rank ordered and all carry equal weight in the proposal evaluation:

#### **(1) Quality of Program Plan and Ability to Achieve Program Objectives:**

Proposals should exhibit originality, substance, precision, and relevance to the Bureau's mission as well as the objectives of the Access Teacher Development Online Program. It should include an effective, feasible plan and clearly demonstrate how the institution will meet the program's objectives. A detailed agenda and relevant work plan should demonstrate substantive undertakings and logistical capacity.

#### **(2) Multiplier effect/impact:**

The proposed program should strengthen long-term mutual understanding, including maximum sharing of information and establishment of long-term institutional and individual linkages.

#### **(3) Support for Diversity:**

Proposals should demonstrate substantive support of the Bureau's policy on diversity. Achievable and relevant features should be cited in both program administration (selection of speakers, program venue and program evaluation) and program content (orientation and wrap-up sessions, program meetings, resource

materials and follow-up activities).

**(4) Institutional Capacity and Record:**

Proposals should demonstrate an institutional record of successful exchange programs, including responsible fiscal management and full compliance with all reporting requirements for past Bureau grants as determined by Bureau Grants Staff. The Bureau will consider the past performance of prior recipients and the demonstrated potential of new applicants. The successful proposal will demonstrate the organization's experience in international educational exchange and intensive programs, and an understanding of international differences of culture, religion, and system of education.

**(5) Follow-up and Follow-on Activities:**

Proposals should discuss provisions made for follow-up with returned participants as a means of establishing longer-term individual and institutional linkages. Proposals also should provide a plan for continued follow-on activity (without Bureau support) ensuring that the Bureau supported programs are not isolated events. Proposals also should include a plan for tracking and maintaining updated lists of all alumni. These lists should be made available to ECA/A/L and the Office of Alumni Affairs.

**(6) Program Evaluation:**

Proposals should discuss provisions to evaluate the program's success, both as the activities unfold and at the end of the program. A draft survey questionnaire or other technique plus description of a methodology to use to link outcomes to original program objectives is recommended.

**(7) Cost-effectiveness and Cost Sharing:**

The overhead and administrative components of the proposal, including salaries and honoraria, should be kept as low as possible. All other items should be necessary and appropriate. Proposals should maximize cost-sharing through other private sector support as well as institutional direct funding contributions.

**NOTE:**

**ADHERENCE TO ALL REGULATIONS GOVERNING THE J-VISA**

The Bureau of Educational and Cultural Affairs is placing critically important emphasis on the secure and proper administration of Exchange Visitor (J-Visa) Programs and adherence by grantees and sponsors to all regulations governing the J-Visa. Therefore, proposals should demonstrate the applicant's capacity to meet all requirements governing the administration of Exchange Visitor Programs as set forth in 22 CFR 62, including the oversight of Responsible Officers and Alternate Responsible Officers, screening and selection of program participants, provision of pre-arrival information and orientation to participants, monitoring of participants, proper maintenance and security of forms, record-keeping, reporting and other requirements.

The recipient organization will be responsible for issuing DS-2019 forms to participants in this program. A copy of the complete regulations governing the administration of Exchange Visitor (J) programs is available at <http://exchanges.state.gov> or from:

Exchange Coordination and Compliance

Mailing Address:

U.S. Department of State  
Office of Designation  
Compliance Unit  
ECA/EC/ECC - SA-5, Floor C2  
2200 C Street, NW  
Washington, DC 20522-0505

Street Address (couriers):

U.S. Department of State  
Office of Designation  
Compliance Unit  
ECA/EC/ECC - SA-5, Floor C2  
2200 C Street, NW  
Washington, DC 20037

FAX number: (202) 632-2900

Email: [jvisas@state.gov](mailto:jvisas@state.gov)

APPLICATION SUBMISSION

The RFGP indicates the date the complete proposal is due and the manner in which proposals must be submitted. There are NO EXCEPTIONS to this deadline. For further information regarding this program, call or email Craig Dicker at (202)-632-9277 ([DickerCL@state.gov](mailto:DickerCL@state.gov)).